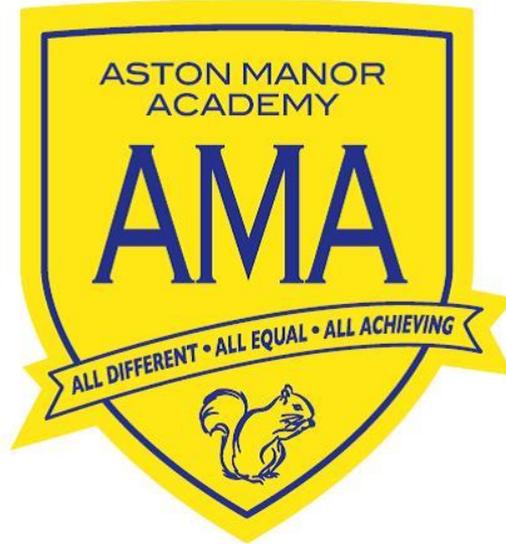


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RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Review Date: October 2020

To be Reviewed: October 2021

Agreed: F & GP Board

Policy Lead: Designated Safeguarding
Lead

Relationships and Sex Education (RSE) Policy

Contents	Page
1. Introduction	3
2. Formulation, dissemination, monitoring and review of policy	3
3. What is RSHE?	4
4. Why RSHE is important in our school?	4
5. Key Objectives	5
6. Structure and content	8
7. Equality, Inclusion and Support	10
8. RSE in the curriculum	11
9. Resources	12
10. Teaching and Learning	12
11. External Speaker	13
12. Safe learning in RSHE	13
13. Staff training	13
14. Assessment and Review	14
15. Parents	14
16. Right to be excused from sex education	14
17. Differentiation and SEND	15
18. Confidentiality, safeguarding and child protection	15
19. Menstrual wellbeing	16
20. Links to other policies	16
21. More information	16
22. Policy Review	16

Relationships and Sex Education (RSE) Policy

(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE.)

Name of school: Aston Manor Academy

Date of policy: September 2020

Date of review: September 2021

Audience:

- Parents
- School staff
- Local Governing Bodies

Name of RSHE Coordinator: S Dennis

Name of RSHE Governor: TBC

1. Introduction

- 1.1 This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written regarding the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.
- 1.2 The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

2. Formulation, dissemination, monitoring and review of policy

- 2.1 In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 2.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.
- 2.3 This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.
- 2.4 The RSE policy and RSHE curriculum will be reviewed annually by the PSHE coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; changes in legislation and guidance; and, parent feedback.

- 2.5 The PSHE coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.
- 2.6 Evaluation of the programme's effectiveness will be conducted on the basis of: Pupil, teacher and parent evaluation of the content and learning processes and staff meetings to review and share experience.

3. What is RSHE?

- 3.1 RSHE is lifelong learning about the physical, moral, emotional, social and cultural development of pupils, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity, safety online and offline, respect, love, puberty and personal identity. RSHE involves a combination of sharing information and exploring issues and values. There is often concern that RSHE will encourage sexual experimentation however evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex.
- 3.2 At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school.
- 3.3 Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

4. Why RSHE is important in our school?

- 4.1 The Trust believes that SRE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices.
- 4.2 The Trust believes that SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables young people to understand their physical and emotional development and enables them to take increasing responsibility for their own health and wellbeing and that of others.
- 4.3 The Trust recognise the role SRE has in supporting the health and well-being of our students, and the contribution it makes to ensuring we meet the ethos of Every Child Matters agenda.
- 4.4 The Trust believes that SRE can have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy.
- 4.5 The Trust believes that contributions can be made by different curricular areas and that teaching can be reinforced by the general ethos of the Trust in creating a supportive environment for all students.
- 4.6 The Trust will ensure that SRE is accessible to all students including those with Special Educational Needs.
- 4.7 Whilst the Trust acknowledges that parents have the right to withdraw their child from the non-national curriculum aspects of SRE, we also note that they have a responsibility to provide

alternative SRE.

- 4.8 We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices.

5. Key Objectives

- 5.1 Our key objectives through delivery of RSHE are:
- a. To develop well-rounded individuals who respect themselves and others, can communicate effectively and take responsibility for their actions.
 - b. To develop skills in making informed decisions and in combating exploitation or peer pressure.
 - c. To encourage openness and better communication about sexual matters.
 - d. To promote respect for themselves and others.
 - e. To learn about the nature of marriage and appreciate the value of stable family life and the responsibilities of parenthood.
 - f. To enable students to recognise the physical, emotional and moral implications of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.
 - g. To ensure that students are given appropriate teaching materials that have regard to any religious or cultural background of the students, meet legal requirements and are not explicit or unrelated to the lesson.
 - h. To combat ignorance and increase understanding to reduce guilt and anxiety.
 - i. To promote responsible behavior among students.
 - j. To raise awareness of outside influences e.g. the media.
- 5.2 The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, tutor-time, enrichment afternoons and assemblies.
- 5.3 The DFE's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, states that schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
	<ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. the law relating to the supply and possession of illegal substances. the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the physical and psychological consequences of addiction, including alcohol dependency. awareness of the dangers of drugs which are prescribed but still present serious health risks.

	<ul style="list-style-type: none"> the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (Key stage 4) the benefits of regular self-examination and screening.
	<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR.¹⁵ the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing. the main changes which take place in males and females, and the implications for emotional and physical health.

6. Structure and content

- 6.1 Aston Manor Academy uses the Jigsaw PSHE programme which perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development. Designed as a whole-school approach, we use the Jigsaw PSHE programme to provide a detailed and comprehensive scheme of learning for the whole school.
- 6.2 Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed so that all year groups work on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.
- 6.3 There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.
- 6.4 There are 6 half-term units (Puzzles) in each year group from ages 11-15 (Years 7-10), and 4 units (Puzzles) in ages 15-16 (Year 11) (to allow for the reduced teaching time because of examination season).
- 6.5 The Puzzles are sequenced and developmental from the beginning to the end of the school year:
- a. Autumn 1: Being Me in My World
 - b. Autumn 2: Celebrating Difference
 - c. Spring 1: Dreams and Goals
 - d. Spring 2: Healthy Me
 - e. Summer 1: Relationships
 - f. Summer 2: Changing Me
- Ages 15-16, the 4 Puzzles:
- a. Being Me in My World
 - b. Dreams and Goals
 - c. Healthy Me
 - d. Relationships
- 6.6 Each Puzzle has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the Puzzle progresses, another way to assess learning progress and become aware of how opinions may be changing with added learning.
- 6.7 Informed by DFE guidance, Jigsaw 11-16 fulfills the statutory requirements for RSE and Health Education and supports Ofsted. Jigsaw is endorsed by NCFE and allows students to gain external accreditation for their work in this subject without creating extra planning for teachers.

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 11 (15-16)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

6.8 Some of the above topics may be delivered in assemblies and as part of enrichment. These are indicated in the shaded boxes.

7. Equality, Inclusion and Support

- 7.1 We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with particular characteristics.
- 7.2 RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and

ensure that people of all genders receive information that is relevant to their needs.

- 7.3 There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught in our RSHE programme through providing up to date information on the schools website and providing opportunities for parents to attend consultation sessions in school.
- 7.4 We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.
- 7.5 Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.
- 7.6 A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.
- 7.7 We will ensure that LGBT content is fully integrated into programme of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We expect all pupils to have been taught some LGBT content at a timely point as part of the curriculum.

8. RSE in the curriculum

- 8.1 RSE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government guidance.
- 8.2 By the end of secondary, schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Key Stage 3

Pupils should be taught about:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4

Pupils should be taught about:

- The relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

8.3 Some elements of RSE are delivered through national curriculum Science. In addition to the Science curriculum we will work towards the outcomes outlined in the government's RSE Guidance, under the headings shown below:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Careers
- Character and culture
- Finance

8.4 Each topic will be covered in an age-appropriate way during a pupil's time at the school, with regular repetition of key themes. These elements will be delivered through timetabled RSHE lessons, enrichment, tutor time and assemblies. Learning will also be supported through cross-curricular approaches.

9. Resources

- 9.1 As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. You can see a selection of resources mapped on the school's website in the RSHE area. We offer opportunities for parents to familiarize themselves with the content of RSHE through newsletters, open evenings and parent's meetings.
- 9.2 If you would like to discuss any of the resources used in more detail, please contact the PSHE coordinator.

10. Teaching and Learning

- 10.1 Our PSHE Coordinator is responsible for planning lesson content and providing relevant resources to all teaching staff who deliver. Teaching assistants may provide additional support for pupils with SEND. Everyone involved in the teaching of RSHE will follow the school policy.
- 10.2 The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will

work to the agreed values within this policy.

10.3 To ensure that all pupils feel able to contribute effectively to RSHE several teaching strategies will be used, including:

- a. Establishing a group agreement with pupils;
- b. Using 'distancing' techniques (eg. Case studies and role-play)
- c. Providing opportunities for questions
- d. Dealing with questions in an age-appropriate manner
- e. Using discussion and appropriate materials
- f. Encouraging reflection.

10.4 RSHE will be delivered all year round – parents/carers will be informed of what will be covered on the school's website.

11. External speakers

11.1 We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- a. be suitably qualified to deliver RSHE sessions
- b. be aware of the school policy on RSHE and work within this
- c. be supervised by a member of staff always when on school premises
- d. alert the teacher to any safeguarding concerns
- e. understand their contribution they make to the broader RSHE programme
- f. be suitably vetted prior to being booked

12. Safe learning in RSHE

12.1 It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

12.2 As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

12.3 Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

12.4 Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

12.5 Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be fed back to the Coordinator as part of the evaluation and monitoring process.

13. Staff training

13.1 All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced

staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and the school.

14. Assessment and Review

- 14.1 Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This includes marked workbooks; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included on pupil reports.
- 14.2 Delivery of SRE, within RSHE lessons will be monitored during the year in the same way as all other curricular subjects.
- 14.3 Teaching materials and resources will be reviewed on an annual basis by the PSHE Coordinator, whilst the delivery and effectiveness of the programme will be monitored by the appropriate member of SLT. Teaching staff will have access to on-going, high quality support through in the Trust induction and continuing professional development opportunities.
- 14.4 Each unit of work has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal. Each unit has a set of three level descriptors for each year group:
 - a. Working towards
 - b. Working at
 - c. Working beyond
- 14.5 It is envisaged that, at the beginning of a unit, children will be given the 'My Jigsaw Learning Record' for that unit, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colors in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that unit. Do they agree? They both complete the evaluation boxes on the child's learning record, focusing on how progress could be made in the next unit.

15. Parents

- 15.1 We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school's website
- 15.2 We will consult with parents on an annual basis about any needs they may have in relation to our RSHE programme. This will be in the form of a parent meeting early in the academic year.
- 15.3 Any parents wanting more information about our RSHE curriculum can contact the PSHE coordinator.

16. Right to be excused from sex education:

- 16.1 Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme

(other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education.

- 16.2 The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.
- 16.3 To request that a pupil be excused from Sex Education parents should write to the head teacher. The head teacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.
- 16.4 The process above is the same for pupils with SEND, however in exceptional circumstances the head teacher may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.
- 16.5 Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

17. Differentiation and SEND

- 17.1 The Jigsaw programme is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each lesson includes a P-level grid with suggested activities for children working at each of those levels.
- 17.2 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration in designing and teaching these subjects.
- 17.3 We will ensure teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

18. Confidentiality, safeguarding and child protection

- 18.1 Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. Please see our Safeguarding policy for more details of risk factors.
- 18.2 Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services.
- 18.3 Sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

18.4 As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

19. Menstrual wellbeing

19.1 Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets
- Pupils can access emergency sanitary products from reception
- For those experiencing period poverty free sanitary protection can be accessed from the PSHE Coordinator

20. Links to other policies

- Anti-bullying
- Healthy eating
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- SMSC
- British Values
- Curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

21. More information

21.1 If you would like to discuss our provision of RSHE further, please contact the PSHE Coordinator.

21.2 If you have a complaint about any aspect of our RSHE provision, please follow the school's complaints procedure.

22. Policy Review

This policy is reviewed annually.

Approved by	Date of review:	Date of next review:
Head Teacher	Sept 2020	Sept 2021
RSHE Governor	12 Oct 2020	Oct 2021